Virginia Rocca Barton Elementary School

680 Las Casitas Dr. • Salinas CA, 93905 • (831) 753-5770 • Grades K-6
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Alisal Union School District
155 Bardin Road
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School Description

At Virginia Rocca Barton School, student academic achievement and safety are the number one priority, and all students are expected to come to school ready to learn. Everyone at our school is taught to respect one another and is expected to take part in the Positive Behavioral Interventions and Support Program (PBIS). We ask our parents to support their children at home by promoting the same positive behavior expectations: to respect and care for one another, be responsible for their actions and be safe at all times. PBIS VIP assemblies and classroom instruction that promote such behavior are part of our daily instructional program.

Our school mission statement is: VRB Eagles will always strive for academic and personal excellence in a respectful, safe and culturally enriching environment involving parents, staff, and the community.

Our school culture is inclusive of a school wide PBIS system and Restorative Justice practices that are aimed at helping each student reach their potential. We promote school pride and PBIS school-wide activities. Students are acknowledged for their educational successes and daily attendance on a monthly basis during Student of the Month Assemblies and Accelerated Reader Assemblies.

Please come and visit our school!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	108
Grade 2	123
Grade 3	99
Grade 4	110
Grade 5	120
Grade 6	107
Total Enrollment	799

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.1
Filipino	0.0
Hispanic or Latino	95.0
Native Hawaiian or Pacific Islander	0.0
White	0.4
Socioeconomically Disadvantaged	89.2
English Learners	87.6
Students with Disabilities	5.0
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Virginia Rocca Barton Elementary School	16-17	17-18	18-19
With Full Credential	33	30	28
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Virginia Rocca Barton	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Eureka Math, Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Virginia Rocca Barton School was built in 1988. The school's basic repair needs are taken care of by the maintenance department.

We have one lead (daytime) custodian and two night custodians who keep our facilities clean. All classrooms and rest rooms are cleaned daily. District maintenance staff members repair major building structural problems, remove graffiti, and maintain landscaping on a regular basis.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	25.0	27.0	28.0	32.0	48.0	50.0
Math	17.0	18.0	21.0	23.0	37.0	38.0

2017-18 CAASPP Results for All Students

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.2	9.0	2.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	435	99.32	26.90
Male	215	214	99.53	23.36
Female	223	221	99.10	30.32
Asian	--	--	--	--
Hispanic or Latino	409	409	100.00	26.89
Socioeconomically Disadvantaged	393	391	99.49	25.58
English Learners	406	404	99.51	24.75
Students with Disabilities	36	36	100.00	11.11
Students Receiving Migrant Education Services	20	20	100.00	15.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	438	437	99.77	17.85
Male	215	215	100	20
Female	223	222	99.55	15.77
Asian	--	--	--	--
Hispanic or Latino	409	409	100	17.11
Socioeconomically Disadvantaged	393	392	99.75	15.82
English Learners	406	406	100	16.75
Students with Disabilities	36	36	100	5.56
Students Receiving Migrant Education Services	20	20	100	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Virginia Rocca Barton parents serve on our School Site Council, ELAC and DELAC. They help us make decisions about what is best for our school. We ask all parents to come to Back-to-School Night in the fall and Open House in the spring. Parents have the opportunity to participate in our Koffee Klatch which meet once a month and offer important presentations of need for our parents and community. Along with the Koffee Klatch, we have parent workshops presented by Parenting Partners, and Family Meals Challenge. We also have a Parent Patrol Program, which consists of parents who are trained as volunteers in order to promote safety on campus. We have an annual "Grandparents Day" in which grandparents are brought in as guests and they read to their grandchildren. We have parent-teacher conferences in November and March. We have a family functions each year that promote community participation, such as educational fund-raisers, fall and winter programs, PTO, and Family Reading Night. Parents are also welcome to visit their children's classrooms. If you are interested in participating in any of the parent involvement opportunities at the school, please contact Alberto Jaramillo, Principal, at (831) 753-5770.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The last revision of our school Emergency Preparedness Plan includes procedures for emergencies such as Fire, Earthquakes and Intruder Alerts, exit routes, and inventories of emergency supplies. We make the plan available in the school office and it is reviewed with all staff at our first staff meeting. Monthly drills take place for fire, earthquake, and lockdowns. Emergency preparedness trainings for all staff members take place annually. As a District and School we will be implementing ALICE strategies in case of an Intruder on campus.

Campus supervisors monitor the school grounds before and after school, at recess, and at lunchtime. Additionally, at recess, two teachers and two supervisors provide yard duty supervision. Teachers regularly review the rules for safe, responsible behavior. All visitors are required to sign in at the office, where they receive a visitor's badge. Along with this we also have our Parent Patrol, whom help with the supervision of our students and campus. They make sure that all visitors do have their visitors pass before going on campus.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.0	0.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	**Average Class Size**			**Number of Classrooms***							
				1-20			**21-32**			**33+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	29	26	26		1		5	4	5			
1	21	25	22	2			3	5	5			
2	28	25	25				4	4	5			
3	24	23	25		1		5	4	4			
4	28	28	28				4	4	4			
5	31	26	26				3	4	4			
6	24	28	31	1			3	4	3			1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The major areas of professional development for teachers in 2016-2017 included the following:

- Standards-based planning for instruction, learning and assessment
- Explicit Direct Instruction
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Teaching to the Math standards
- PBIS Tier I, II, III
- Restorative Justice
- GLAD Training
- Grade Level Team (GLT) release time
- Guided Language Acquisition Design (GLAD) Training
- K-2 Literacy
- Close Reading
- CABE

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by the site's Academic Coach.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,149	$50,084
Mid-Range Teacher Salary	$71,785	$80,256
Highest Teacher Salary	$100,035	$100,154
Average Principal Salary (ES)	$117,416	$125,899
Average Principal Salary (MS)	$0	$130,255
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$195,000	$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,178	$655	$3,523	$66,778
District	◆	◆	$5,549	$71,625
State	◆	◆	$7,125	$80,910
Percent Difference: School Site/District			-36.5	3.0
Percent Difference: School Site/ State			-24.9	-5.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

During the 2017-18 school year, the following priorities were supported with monies allocated to the school:

- 2 Reading Intervention Teachers (primary grade and upper grade)
- Books for classroom libraries
- AmeriCorps and MiniCorps Literacy Tutors
- Sticks and Stones Counselor
- ELD Academy
- Teacher Collaboration Days for grade level planning
- Guided Language Acquisition Design
- Kinder Bridge Program
- Technology Resources
- Field Trips
- Parenting Partners

- Koffee Klatch
- Technology Workshops for parents and teachers
- After School Program: Teacher Led
- MCOE Sponsored training
- PBIS Training
- Restorative Justice (Students)
- Lexia Reading Comprehension Program
- IXL Online Math Program
- Student Enrichment Programs
- GLAD
- CABE
- Monterey County Behavior Health Counselor

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.